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ABSTRACT

The Teacher Learning Center, developed by Bowling Green State University (BGSU), was designed as a public school-university cooperative approach to teacher education. The BGSU center was organized for a team teaching approach with two student teachers assigned to each cooperating teacher for 11 weeks. The 20 to 24 student teachers placed in the center offered a variety of backgrounds and experiences to be used as resources for all pupils in the school. (A case stily, evaluation, methodology, and results are included. Appendixes present questionnaires.) (MJM)



THE BOWLING GREEN STATE UNIVERSITY TEACHER LEARNING CENTER CONCEPT

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An Entry

1973 Distinguished Achievement Awards Program

AMERICAN ASSOCIATION OF COLLEGES OF TEACHER EDUCATION

Submitted by

BOWLING GREEN STATE UNIVERSITY
Bowling Green, Ohio

President

Hollis A. Moore, Jr.

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THE BOWLING GREEN STATE UNIVERSITY TEACHER LEARNING CENTER CONCEPT

A SUMMARY STATEMENT

Bowling Green State University has developed the Teacher Learning Center as a public school-university cooperative approach to teacher education. Each of these institutions offers a unique set of resource to all participants. Teachers, student teachers, schools, the university, and especially pupils benefit from additional personnel who provide: (1) opportunities for individualized instruction, (2) new ideas and materials, (3) increased professional motivation and competence, and (4) field-based research and in-service activities.

A BGSU Center is organized for a team teaching approach with two student teachers assigned to each cooperating teacher for a period of eleven weeks. Working as a triad, a team functions to plan, discuss, research and provide learning experiences that meet pupil's individual needs. The twenty to twenty-four student teachers placed in a Center offer a variety of backgrounds and experiences to be used as resources for all pupils in the school. As a Center, the public school acquires access to the assets of the BGSU Library and Audio-Visual Centers, and these advantages are available as additional resources for pupils. In utilizing the student teachers' experiences, capabilities, and their ideas and materials, the cooperating teachers become more effective as teachers in their assigned responsibilities.

As a major factor of the Center Program, BGSU provides a



full-time, school-based Clinical Supervisor to (1) supervise individualized programs for student teachers, (2) provide in-service activities for the school's faculty, (3) offer liaison between the university and the school, and (4) research and develop new and better methods of learning, teaching, and communicating with kids, teachers, parents, and community.



THE BOWLING GREEN STATE UNIVERSITY TEACHER LEARNING CENTER CONCEPT

The Bowling Green State University Teacher Learning Center Concept was developed as a cooperative approach to teacher education, and is currently in the third year of operation. Designers of the program recognized the need for more effective utilization of resources available in the student teaching program, and the advantages that could be offered to pupils if the organization allowed for greater opportunities in individualized instruction and shared responsibilities. The BGSU Teacher Learning Center Concept was conceived as a team approach to lower the teacher-pupil ratio in the classroom, to promote team teaching, small and large group instruction, individual tutoring and counseling, and increase the variety of instructional techniques and teacher-pupil interaction.

Student teachers from Bowling Green State University are placed in public . hool-university cooperative Centers in the four major areas of Social Studies, English, Science and Mathematics. Two student teachers are assigned to each cooperating teacher for a period of 11 weeks. Working as a triad, the team members function as resource persons to plan, present, discuss, research and provide learning experiences that meet pupils' individual needs. The teams may use a variety of approaches. Some alternatives are:

(1) Small and large group instruction, alternating the structure to fit topic needs for debate, conflict, research, discussion, and others.



- (2) Team leader approach with supportive personnel. One team member is responsible for planning, presentation and evaluation, with other members doing research, typing, duplicating, taking attendance, handling make-up work, individualized instruction, and the many other necessary non-teaching activities of the teacher role.
- (3) Individual teacher is responsible for a self-contained classroom for a unit or specific period of time, performing all
 the duties of a classroom teacher, while still retaining
 access to the team.

The teaching teams conceive and use other alternative structures as best fit their subject areas and individual situations.

Twenty to twenty-five student teachers are placed in a Center.

They offer a variety of backgrounds and experiences, and these resourses are available to all pupils in the school. The student teachers bring new ideas, methods and materials to the classrooms. As a Center, the public school, in effect, acquires access to the instructional and material assets of the Bowling Green State University Library and Audio-Visual Center, and these advantages are available as additional resources for their pupils. In utilizing the student teachers' experiences, capabilities, and their ideas and materials, the cooperating teachers become more effective in their exposure to pupils and in completing their assigned responsibilities. The cooperating teachers are constantly involved in teaching, planning, and researching with and for the team. In the Center concept, the cooperating teacher does not submit the class to the student teacher to handle alone for the entire quarter, but instead supplements the instruction with the capabilities of the whole team.

As a major factor of the Center Program, Bowling Green State
University provides a full-time, school-based Clinical Supervisor to
(1) supervise individualized programs for student teachers, (2) provide



in-service activities for cooperating teachers and other faculty,

(3) offer liaison between the university and the school, and (4) research and develop new and better methods of learning, teaching, and communicating with kids, teachers, parents, and community.

Since the first responsibility of the public school is to the development of its pupils and not to serve as a teacher training institution, it is important to recognize the effects of the student teaching program on the instructional program of the school. All concerned in this cooperative student teaching program offer a unique set of resources and the student teaching program is designed to permit the ready flow of these resources among all participants. To work effectively, the program must be beneficial to all concerned and meet the objectives as follows:

TO THE TEACHERS AND THE SCHOOL

- 1. Increased resources for classroom instruction and research to provide new and exciting programs for the pupils.
- 2. Additional personnel with new ideas and methods.
- 3. A lower pupil-teacher ratio. With the addition of 2 student teachers per room, a ratio of 10-1 or less may be achieved.
- 4. Released time for the cooperating teacher, at times, for research, in-service work, committee work, curriculum development, etc.
- 5. Opportunities for more individualized instruction and individual work.
- 6. More planning, in greater detail, to utilize the additional resources provided by the Center.
- 7. A healthy psychological effect upon experienced teachers. Student teachers often inspire the experienced professionals to greater performance and the cooperating teachers become more effective in completing their responsibilities to the pupils.



- 8. Enrich the school program with the many talents of the atudent teach in art, music, athletics, and dramatics. All are additional resources for the pupils.
- 9. An excellent source for employment of beginning teachers whose abilities are already scrutinized, with the result that more valid judgements of possible performance can be made.
- 10. Flexibility in planning more activities with the additional personnel. The classes can do things that were impossible with one teacher.

TO THE PUPILS IN THE SCHOOL

- 1. Additional resources, new ideas and a stimulating learning climate provided by professionals-in-preparation in an-ociation with experienced professionals.
- 2. Increased personnel for individual attention and instruction as cooperating and student teachers team for greater efficiency and effectiveness.

TO THE STUDENT TEACHER

- 1. Opportunities to develop at their own pace and to reach higher levels of competency, if capable.
- 2. Contacts with outstanding teachers and experiences with varied techniques and styles of teaching.
- 3. Opportunity to gain experience and observe the many kinds of programs and activities in the school community.
- 4. Observation and contact with new teachers to gain insight into many problems of their first year.
- 5. Gain experience in problems of handling "difficult," "different," and "normal" student groups.
- 6. Experience instructional and interaction techniques for slow learners, academically telented, as well as the "normal" students.
- 7. Experience team teaching, differentiated staffing and selfcontained classroom methods for providing the learning climate.
- 8. Develop skills in group dynamics, questioning, small and large group interaction, planning techniques, inquiry and discovery teaching programs, defining objectives, developing focused instructional strategies and evaluation.



TO THE UNIVERSITY

- 1. A program developing "better" teachers with broad and varied backgrounds of experience in the public school setting.
- 2. More effective and efficient use of university personnel. The coordinator no longer spends most of the time traveling, but can be where he is most useful, with the students in his charge.
- 3. Increased contact with individual students to effectively solve the unique problems each encounters.
- 4. Opportunity to offer and develop in-service programs for teachers in the cooperating public school.
- 5. Opportunity for university personnel to relate the theoretical and the practical as more time is spent in the public school setting.
- 6. Constant and continuous liaison with the public school perconnel and administration to promote programs in educational research and development.

PERCET

The operating budget for the Teacher Learning Senters is provided by the normal ellocations for operation fo the Office of Student Teaching. No federal monies or other grants are involved. Cost analyses within the office have determined the operating cost of the Centers to be comparable with the traditional program of individual placement in many achools. The Clinical Supervisor in the Center fulfills a normal supervisory load of 20 to 24 student teachers, consistent with the normal loads of non-center supervisors. The university provides the salary and trauml supense monies, while the public school provides the physical facilities, meterials for instruction and planning, video-tape equipment, and stipums for inservice workshop activities.



THE BOWLING GREEN STATE UNIVERSITY - WHITMER COMPLEX TEACHER LEARNING CENTER: A CASE STUDY

Learning Center is located at the Whitmer High School, north of Toledo, bordering the Ohio - Michigan state line. It is part of the Washington Local School District, a portion of which lies within the city boundaries of Toledo. Washington Local Schools is the largest local school district in Ohio with an enrollment of over 11,000 students. Located in a well developed and stable suburban community of 76,000, many of the residents are college graduates with positions of responsibility in the professions, business, and industry. The system includes thirteen elementary schools as well as the secondary complex. It is located within a 30 minute grive of Bowling Green State University.

Site under one administrative arrangement. The Jefferson Building enrolls approximately 950 eighth graders; the Washington Building 950 minth graders; and the Whitmer Building 2700 students, grades ten through twelve. Mr. Boyd Martin is the principal of the complex. Mr. Don Babas, associate principal, and Dr. Ted Aceto, assistant principal, were classify involved in the establishment and the operation of the Commer. Dr. Nam. Chase dissected the Center for Bowling Gamen State University.

The Whitner Complex has instituted and continued development of many new educational tools. These include:



⁻two mesource centers in each building
-a non-graded approach to learning (one of two such high schools in the state)

- -an extensive audio visual production center to aid teachers in the production of teaching materials
- -a full and part-time independent study program
- -a modified science open lab concept
- -a semester English elective program
- -a semester social studies elective program
- -a staggered school day
- -commons areas replacing study halls
- -growing team teaching programs
- -an advanced physical education program, using community facilities for carry-over sports
- -vocational education facilities and programs

English, Social Studies, Science, and Mathematics. Positions are also evailable in a unique General Studies Program. This course is entitled "The and His Environment" and is team taught in a five-hour block of the by Mathematics, Science, Social Studies, and English teachers, and "welves a totally integrated program revolving around such concept as as; Psychology, Consumer Ensouries, Environment, Law and Society, eligion and Values, Ethnic Studies, Applied Esthetics, Creative Sendies, Futurism, and Occupations and Professions.

Bewling Green State University student teachers are involved in many different programs gaining team as well as individual experiences. Each has extensive preparation in planning for structured and unstructured activities, traditional and innovative programs, and for pupils of veried abilities and motivations. Experience is gained with programs such as Intermediate Science Curriculum Study (INCS), a humanities approach to 8th grade History and English, courses such as Black Voicea. The American Dream, The Bible as Literature, Change, Philosophy, Education as well as the more traditional approaches.

Student teachers participate regularly in seminar activities designed to meet their immediate and long-range needs. Group interaction



is stressed in activities such as: Behavioral Objectives, Instructional Strategies and Evaluation; Flander's Interaction Analysis for Self-Evaluation; Questioning Techniques; Critical Thinking; Audio-Visual Techniques and Materials; Technical Skills in Teaching; Group Interaction
Techniques and Skills; and Discipline. Skills in the classroom for positive interaction with pupils are developed and evaluated in a competency-based program.

Evaluation

Complex Student Teaching Center has been a continuous process. During the 1971 - 1972 Academic Year, a series of questionnaires were given to mample the opinious of pupils, supervising teachers and student teachers. As personnel by pupils, cooperating teachers and student teachers, the possible impact of the student teaching program on the instructional program acreeyed in several areas. The main questions of concern in this wave:

- (1) a result of the Bowling Green State University Student Emphers and the Center concept, are the pupils in the makes of receiving more individual attention and individuation?
- (Z) are the Bowling Green State University Student Teachers maringing new and different materials, new ideas and aids to the Whitner Complex, and are these materials and ideas hading used?
- (3) Home the Bowling Green State University Student Teachers had a healthy psychological effect upon the experienced emperating teachers to incresse their performance and insense their effectiveness with pupils?
- (4) What should be the attitude of the administration and teachers in the school about student teachers working in the school?



Personnel Involvement

The population of this study was composed of: (1) 619 pupils from grades 8-12 of the Whitmer Complex, (2) 10 cooperating teachers, reflecting the four major disciplines previously named. The cooperating teachers' group consisted wholly of experienced teachers, the range of experience being from 4 to 12 years. All had had previous experiences with student teachers from as many as 3 different colleges and universities. (3) 37 lowering Green State University student teachers completing the student teaching experience muring Fall and Winter Quarters, 1971-1972, at the Whitmer Complex.

Methodology

questionnaire. The questionnaires were similar for each group, with commutions pertaining to the objectives of the study. The data were collected from pupils on IRM 1230 answer sheets and processed by computer. Bowling Green State University. Cooperating teacher and student meacher data were collected by direct response on the questionnaire and smoults tabulated by the investigator. The sample was a population with student teachers (N=37) and cooperating teachers (N-10) responding. The pupil sample (N=619) was a complete population, with the exception of those who happened to be absent on the day the survey was taken. No efforts were made to poll those who were missed due to that absume. Students involved in more than one class with the program completes only one questionnaire.



The items for the questionnaire were provided from a recent study directed by the Deans and Directors of Michigan Teacher Education
Institutions. This "Student Teaching Impac" Student Education
The Fall of 1969 to determine the effect of student teaching programs upon cooperating public schools. Educational research consultants from 3 different institutions in Michigan were involved in the planning of the study and the development of the survey instruments. A testal of 4397 cooperating teachers and 4483 student teachers responded to the Michigan survey. For the present study, items were selected from the "Impact Study" which were relevent to the Center operation and directed answers to the questions raised. Some "Impact" items were altered, in descriptive terms only, to fit the local situation. The pupil question-mains is a shortened version of the other instruments. A copy of the questions are for each group is included in the Appendix.

RESULTS

Resents of the study, as they apply to the questions raised, are presented as, and limited to, absolute and relative frequency response for each group (pupil, cosperating teacher, student teacher). Individual Instruction, Student Teachers As A Source of New and Different

Lines and Materials, Impact of Student Teachers on the Effectiveness of

Community Teachers and The Suggested Attitude of Administration and

Teachers Toward Student Teachers are the four variables studies and discussed, as they are perceived by each group.



^{**}Constitute of the statistical information is available, including cross-tabulation for all wasiables by grade and subject.

1. Individualized Instruction

The philosophy of the wnitmer Com, and Includes "Individualized instruction, developing a program of learning prescribed to the aptitudes, abilities and needs of each individual student." It is assumed that if the people directly involved in the program perceive this to be happening, then the Center is possibly having an impact as the school's instructional program. When questioned about individualized instruction, pupils (n=619) responded as indicated in the following tables.

Table 1.1 -- Because of the Student Teacher's Presence. To What Extent Did You Receive Work (instruction, counsaing, tutoring,)

As An Individual Pupil?

	Absolute Frequency (number)	Relative Frequency (percent)
Postaive Response	562	90.8
Negative Response	52	8.4
Undecided		0.8
Totals	619	100

Valid Observations N=619



Table 1.2 -- Because of the Student Teacher's Presence, To What Extent Did Your Teacher Work With You As An Individual Pupil As Compared To When He Does Not Have A Student Teacher?

	Absolute Frequency (number)	Relative Frequency (percent)	Cumulative Frequency (percent)
More	150	25.7	25.7
Same	264	42.6	68.3
Less	8. 8	14.2	82.5
Undecided	108	17.4	99.9
Totals	619	99.9	99.9

Valid Observations N=619

Table 1.3 -- To What Extent Was the Amount of Small Group Instruction for the Students Changed Because of the Student Teacher's Presence?

	Absolute Frequency (number)	Relative Frequency (percent)	Cumulative Frequency (percent)
Hore	408	65.9	65.9
Same	184	29.7	95.6
Less	_27	4.4	100.0
Totals	619	100	100

Valid Observations N=619



Table 1.4 -- To What Extent Was the Individual Attention To, or Tutoring of, Pupils Changed Because of The Student Teacher's Presence?

	Absolute Frequency (number)	Relative Frequency (percent)	Cumulative Frequency (percent)
Hore	412	66.6	66. 6
Same	174	28.1	%. -7
less.	_33	5.3	160.0
Totals	619	100.0	10

Valid Observations N=619

Compensing teachers and student teachers replied to the same questions with the following responses.

Table 1.5 - Because of the Student Teacher's Presence, To What Extent

Mid You Work With (instruct, counsel, tutor) Individual

	Absolute Frequency (number)				Relative F (percen	•
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student Teacher		
Positive Besponse	8	37	80	100		
Negative Response	1	0	10	0		
Undecided	1	0	10	•		
Totals	10	37	100	100		

Valid Observations #=10, N=37



Table 1.6 -- Because of the Student Teacher's Presence, To What Extent Did the Cooperating Teacher Work With Individuals Pupils As Compared To When the Student Teacher Is Not Present?

	Absolute Frequency (number)		Relative F (percen	
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student Teacher
More	8	28	80	75.7
Same	1	6	10	16.2
less	1	0	10	0
Undecided	_0_	_3_	_0	8.1
Totals	10	37	100	100.0

Valid Observations N=10, N=37

Table 1.7 -- To What Extent Was the Amount of Small Group Instruction for the Students Changed Because of the Student Teacher's Presence?

	Absolute Frequency (number)		Relative F (percen	
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student Teacher
Hore	8	34	. 80	.91.8
Same	1	2	10	5.7
Less	1	0	10	0
Don't Know	0	1	_0	2.5
Totals	10	37	100	100.0

Valid Observations N=10, N=37



Table 1.8 -- To What Extent Was the Individual Attention to, or Tutoring of, Pupils Changed Because of the Student Teacher's Presence?

	Absolute Frequency (number)		Relative F (percen	
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student Teacher
More	8	34	80	91.8
Same	1	2	10	5.7
Less	1	0	10	0
Don't Know	0	1	_0	2.5
Totals	10	37	100	100.0

Valid Observations N=10, N=37

It should be noted that there is considerable agreement among the pupils, cooperating teachers and student teachers that more individualized instruction and individual attention is being provided for the pupils involved in the program. About 91% of the pupils and student teachers indicated individual pupils were receiving counseling, tutoring, or individual instruction. 80% of the cooperating teachers agreed. There is agreement that the program structure allows for greater opportunities in individualization and these opportunities are being accepted by all groups concerned. The cooperating teacher is available for individual work as participation in the team permits more time for these important activities. The chances for individual counseling, instruction, tutoring and small group instruction are greater because of the additional personnel. Student teachers find many opportunities for individualization and the pupils in the school are perceiving this as an advantage in a large majority of cases.



2. Student Teachers as a Source of New and Different Ideas and Materials

One of the claimed benefits of the Center approach is the promise of increased resources for classroom instruction as student teachers provide new and different ideas and materials. Of related concern is whether the materials and ideas, once presented, are being used. Pupil response is as follows:

Table 2.1 - Did the Student Teacher Bring, Develop, Provide, or Suggest Any New or Different Instructional Materials?

	Absolute Frequency (number)	Relative Frequenc (percent)	
Positive Response	436	70.4	
Negative Response	66	10.7	
Don't Know	. 117	18.9	
Totals	619	100.0	

Valid Observations N=619

Table 2.2 -- Did the Student Teacher Suggest or Provide Any Other Kinds of Aid or Ideas?

·	Absolute Frequency (number)	Relative Frequency (percent)
Positive Response	455	73.5
Megative Response	70	11.3
Don't Know	94	15.2
Totals	619	100.0



Table 2.3 -- Were the Contributions Received and Used?

	Absolute Frequency (number)	Relative Frequency (percent)
Positive Response	493	79.6
Megative Response	114	18.4
Don't Know		1.9
Totals	619	99.9

Valid Observations N=619

Cooperating teachers and student teachers perceived the above as indicated by the following tables:

Table 2.4 -- Did the Student Teacher Bring, Develop, Provide, or Suggest Any New or Different Instructional Materials?

	Absolute Frequency (number)		Relative Frequen (percent)	
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student <u>Teacher</u>
Positive Response	10	33	100	89.2
Negative Response	0	11	0	2.7
Don't Know	0	_3_	0	8.1
Totals	10	37	100	100.0

Valid Observations N=10, N=37



Table 2.5 -- Did the Student Teacher Suggest or Provide Any Other Kinds of Aids or Idea?

	Absolute Frequency (number)		Relative F	
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student Teacher
Positive Response	10	35	100	94.6
Megative Response	0	1	0	2.7
Don't Know	_0	1	0	2.7
Totals	10	37	100	100.0

Valid Observation N=10, N=37

Table 2.6 -- Were the Contributions Received and Used?

	Absolute Frequency (number)		Relative Freque (percent)		
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student Teacher	
Positive Response	10	36	100	97.3	
Regative Response	0	1	0	2.7	
Don't Know		_	_0_		
Totals	10	37	100	100.0	

Valid Observations N-10, N=37

One of the goals of the Center program is to provide new and different materials and ideas for the benefit of pupils in the classes involved. Even though the pupils are not always involved in planning, they



appear to have perceived that the student teachers are providing these benefits, and that these aids are being used. Cooperating teachers are especially aware of these additional resources and unanimously greed that there was an increase in ideas and materials available for classroom utilization. Student teachers, during both quarters, made extensive use of the Bowling Green State University Library, Audio-Visual Materials Center, Speakers, films, slides and other aids from campus. They appeared to make valuable use of resources from outside school facilities, and supplemented the instructional program with ideas and materials that might not otherwise have been used. The individual expertise of student teachers was quite evident as they volunteered for extra duties in extra curricular areas of the school program. A majority of pupils, cooperating teachers and student teachers perceived the benefits were provided and used.

3. The Impact of Student Teachers on the Effectiveness of Cooperating Teachers

It has been stated that student teachers can have a healthy psychological effect upon experienced teachers as they inspire the experienced professionals to greater performance. As a result, cooperating teachers can be expected to become more effective in completing their responsibilities in the classroom. Teachers quite often express frustration over the many activities and experiences they would like to provide, but cannot because of lack of time and personnel. The Bowling Green State University Center approach can provide them with the personnel and the time as a result. These additional personnel, with new ideas and materials, can help provide a lower pupil-teacher ratio, more planning time, and greater



flexibility in planning activities. The term, if property organized and used, can increase the effectiveness of coor rating tenedures in fulfilling their assigned responsibilities. Pupils their assigned responsibilities. Pupils their assigned responsibilities.

Table 3.1 -- What Effect Do You Feel Working it: Student Teachers is Had on the Performance of the Conversing Teacher

	Absolute Frequency (number)	Relative France (percent)
More Effective	451	72.9
No Effect	154	24.9
Less Effective	10	1.6
Don't Know		0.6
Totals	- 619	100.0

Valid Observations N=619

Table 3.2 - What Are Your Feelings About Paving Two Student Teachers
Working With the Cooperation Leacher As A Team?

	Absolute Frequency (number)	Relative Frequency
Bffective	397	64.1
No Difference	114	18.4
Not Effective	**	<u>17.4</u>
Totals	•	99.9

Cooperating teachers and student teachers responded in the

Table 3.3 -- What Effect Do You Feel Working With Student Teachers Has Had Con the Performanc of the Cooperating Teacher?

	Absolute Frequency (number)		Relative F	ve Frequency	
	Cooperating Teacher	Student Teacher	Cooperaring Teacher	St udent <u>Teacher</u>	
More Effective	8	32	80	86.5	
No Effect	2	1	20	2.7	
Less Bffective	0	0	0	0	
Don't Know	_0	4	0	10.8	
Totals	- 10	37 ·	100	100.0	

Valid Observations N=10, N=37

It appears that a significant number of pupils, cooperating teacher and student teachers agree that the effectiveness of the cooperating teacher has increased as a result of the Center program.

4. Suggestions as to the Attitude of Administration and Teachers Toward Student Teaching

Persons not involved in the Center program have indicated that there might be negative feelings toward student teachers and student teaching by the pupils and teachers in the school. If this were the case, then possibly the benefits affered are not being utilized. Pupils, comparating that is student teachers were asked how they felt about studen teaching. Pupils passended in the following manner:



Table 4.1 - What To You Think Should Be the Attitude of the Administration and Teacher in the School About Working With Student Teacher:

	Absolute Factoria	Relative Frequence (percent)	
Nacitiv e Nacitiv e	39 5	96.1	
Nagat ive Nasp onse		3.9	
Totals	619	100.0	

Valid Observations N=619

Cooperating teachers and student teachers recorded their

Table 4.2 -- What Do You Think Should Be the Attitude of the Administrative and Teachers in the School About Working With Student Teachers?

•	Absolute Frances		Relative Frequency (percent)	
	Cooperating Teacher	Student Teacher	Cooperating Teacher	Student <u>Teacher</u>
B esitive B espanse	10	36	100	97.4
Obgative Obsponse	•	0	0	0
Uncertain	0	1		2.6
Totals	10	37	100	100.0

milid Observations 9-30, N-37



It seems apparent that the Center and the student teachers are quite makes in the school. A strong majority of the respondents of all mressures have indicated that student teachers should be used.

As Reported by Pupils, Comperating Teachers, and Student Teachers.

MALIVIE	Positive Response ¹ (percent increase)			Negative Response ¹ (percent decrease)		
	Pupil	Cooperating Teacher	Student Teacher	Pupil Co	ooperating Teacher	Student
Small Group	65.9	80	91.8	4.4	10	0
Envision for Mark	33.9	50	257	13.1	10	0
Pallar -up	43.3	40	70	10.8	0	10
Industrial and a second control of the secon	66.6	. 80	91.8	5-4	10	0
Supervision of Study Periods	46.5	50	73	15.5	10	0
Secretary Covered	50.9	40	75.7	12.2	10	2.7
Thoughtur	29.6	30	75.7	24.3	20	13.5
Miciration of Marks	55.1	80	76.4	12.3	10	2.7

Corrections N=619, N=10, N=37



lime minus total of positive and negative responses equals no change or don't know.

Table . - School-Related Activities Engaged in my Cooperating Tracher Buring Time Student Teamers were Present As Reporte: Cooperating Teachers and Student Teamers.

Agrivit.	Profitive W		Negative Response		
	Coope, ting	Student	Cooperat Teacher	Shudent Total	
Teen Teeching	100	97 .4	0	2.6	
Visitations	80	7 5.7	20	13.5	
County 1943e Mork	•••	86.0	20	0	
Research (Planning, etc.)	100	86.0	. 0	2.7	
Professional Reading Writing	90	75.7	10	2	
Herbing Wigh Staff Or Depositment	80	78.4	20	5.7	
Social or	250	21.6	80	57	

Total Oser tions N=H. N=37



¹³⁰⁰ minus total of musicisms and magnitume semponous equals no change or don't have.

Summary and Conclusions

This study was instituted to answer four rajor questions concerning the possible impact of the Bowling Green State University - Whitner complex Student Teaching Center on the instructional program of the school. The Center was devised as a cooperative approach to teacher education beneficial to pupils, teachers, schools, student teachers and the university. It was assumed that if the program could help increase netwidualized instruction and attention to pupils, provide additional program in ideas and materials to be used with the pupils and increase the effectiveness of the cooperating teachers in their interaction with pupils, then the program would be a success. It appeared improved to these variables in terms of pupil gain, so evaluation consisted of these variables in terms of pupil gain, so evaluation consisted of these variables in terms of pupil gain, so evaluation consisted of these variables in terms of pupil gain, so evaluation consisted of these variables in terms of pupil gain, so evaluation consisted of these variables in terms of pupils (***e619**), with the program of those absent on the days of testing, were polled to sample these opinions. Each person is applicated one questionnaire

results of the survey appear quite satisfying. Pupils, cooper
ming teachers and student teachers again as to the value of the program

in meeting the objectives or benefits as stated. Eive hundred sixty
make pupils (90.82) felt they were receiving individualized instruction

of the student teacher's process. Approximately the thirds of

the surveyed indicated they were receiving more individual atten
Less because of the student teacher's presence. Approximately \$82 of the

mails felt the new ideas and materials brought to the school by student

teachers were being used, while \$82 of the cooperating teachers and 977.



of the student teachers agreed.

About three-fourths of the pupils responded the cooperating teachers had become more effective as teachers as a result of the student teachers presence, and 80% of the cooperating teachers and 86.5% of the student teacher concurred. As a further indication of their for the program, 96.1% of the pupils polled indicated the program should continue with the administration and teachers seeking and accepting student teachers in the school.

sity - Whitner Complex Student Teaching Center is having a favorable impact on the instructional program of the school. The anticipated benefits when to be occurring and the pupils in the school are the major recognience of the advantages gained.

able effects on the improvement of teacher education, both pre-service and in-service. Statent teachers are developing skills in team teaching, individualized instruction, cooperative planning, and many others. Cooperating teachers are involved in the same processes as they work consistently in teaching, instead of turn teaching, to meet the needs of the parties to their charge. They are involved with new materials, challenged with may ideas in seminars and workshops, and are involved with other university and public school personnel in working to increase effectiveness in the classroom. This added involvement and enthusiasm appears to be successfully affecting cooperating teacher performance, and provides the BGSU Teacher Education Program with a positive and satisfying dimension in teacher preparation.



Appendix A
STUDENT QUESTIONNAIRE



STUDENT QUESTIONNAIRE

1	WL.	3t	is	your	sex?

1. Male

2. Female

Questions 2 through 7 deal with any changes in individualized instruction provided for students which may have resulted from the student teacher's presence.

2. To what extent did you receive work (instruction, counseling, tutoring,) as an individual pupil?

1. A great deal

3. A little bit

2. To some extent

- 4. Not at all
- 3. To what extent did your <u>teacher</u> work with you as an individual pupil as compared to when he does not have a student teacher?

1. Much more than usual

- 4. Somewhat less than usual
- 2. Somewhat more than usual
- 5. Much less than usual
- 3. About the same as usual
- 6. Don't know
- 4. To what extent was individual help or counseling provided you during non-class hours as compared to what would have been possible if the student teacher had not been present?
 - 1. Much more than usual
- 4. Somewhat less than usual
- 2. Somewhat more than usual
- 5. Much less than usual
- 3. About the same as usual
- 6. Don't know
- 5. To what extent did conferring with the student teacher take time of the teacher so he had less time for individual work with pupils?
 - 1. Prequently

4. Never

2. Sometimes

5. Don't know

- 3. Seldom
- 6. To what extent did planning with the student teacher take the time of the teacher so he had less time for individual work with pupils?
 - 1. Frequently

4. Never

2. Sometimes

5. Don't know

3. Seldom



7.		what extent was re-teaching ght?	nece	ssary after the student teacher
	1.	Frequently	4.	Never
		Sometimes	5.	Don't know
		Seldom		
Que	stio	ons 8 through 16: To what e	extent	were any of the following
		tional activities for the se's presence?	tuden	its changed because of the student
8.	Attio	ount of small group instruct	ion	
		Much more	4.	
	2.	Somewhat more	5.	Much less
	3.	No change	6.	Don't know
9.	Pro	ovision for make-up work		
	1.	Much greater	4.	Somewhat less .
	2.	Somewhat greater	5.	Much less
	3.	No change	6.	Don't know
10.	Fol	low-up exams		
•	1.	Much better	4.	Somewhat poorer
	2.	Somewhat better	5.	
		No change	6.	
11.	Ind	lividual attention to, or to	itorin	ng of, pupils
	1.	Much more	4.	Somewhat less
	2.	Somewhat more	5.	Much less
	3.	No change	6.	Don't know
12.	Sup	pervision of study periods		
	1.	Much better	5.	Much poorer
	2.	Somewhat better	6.	
	3.	No change	7.	Don't know
		Somewhat poorer		
13.	Sup	pervision of playgrounds, ha	llway	s, etc.
	1.	Much better	5.	Much poorer
	2.	Somewhat better	6.	Does not apply
	3.	No change	7.	Don't know
	4.	Somewhat poorer		
14.	Amo	ount of material covered		
	1.	Much more	4.	Somewhat less
	2.	Somewhat more	5.	Much less
	3.	No change	6.	Don't know



15.	Discipl	ine			
	1. Muc	h better	4.	Somewhat poorer	
		ewhat better		Much poorer	
	3. No			Don't know	
				200 2 0000	
16.	Motivat	ion of pupils			
	1. Muc	h better	4.	Somewhat poorer	
	2. Som	ewhat better	5.	Much poorer	
	3. No	change	6.	Don't know	
may l	nave mad		n. D	ontributions the student teachers id they make any specific contriers, such as:	
17.	Supervi	se youth groups in meet	tings	, programs, trips, tours, etc.?	
		•			**
	1. Oft	en	2.	Sometimes 3.	No
18.	Give ta	lks to parent's groups	?		
	1. Oft	en	2.	Sometimes 3.	No
19.	Perform	recess, lunch, playgro	ound,	or hall duty?	
	1. Oft	en	2.	Sometimes 3.	No
20.		student teacher bring different instructional		elop, provide, or suggest any erials?	
	1. A g	reat many	3.	No	
	2. Som	•	4.	I am not sure	
21.	Did the	- -	st or	provide any other kinds of aid	
	1. A g	reat many	3.	No	
	2. Som	•	4.	I am not sure	
22.	How do	you feel the contribut:	ions	(20 and 21) were received?	
	1. The	y were used			
		y were not used			
		as discouraged from ma			
	4. I r	eally did not have much	h to	offer	
23.		y hours per week on the		rage did the student teacher signed classes?	
	1. Les	s than an hour a week	4.	Eleven to fifteen hours a week	
			k 5.	Sixteen to twenty hours a week	
	3. Six	to ten hours a week	6.	More than twenty hours a week	



24.	away from the classroom whil	the average was the supervising teacher le the student teachers were teaching
	his assigned classes?	
	1. Less than 1	4. 11 to 15
	2. 1 to 5	5. 16 to 20
	3. 6 to 10	6. More than 20
•	Add to the about the total and the	n august 141 al
		t extent did the supervising teacher ctivities during the time the student
	thers were teaching in his ass	
25.	Team teaching with the stude	ent teacher?
	1. A great deal	3. Not at all
	 A great deal To some extent 	4. Don't know
26.	Visitation in other classroom	oms or schools?
	1. A great deal	3. Not at all
	2. To some extent	4. Don't know
		41 Jon 6 Kilow
27.	Committee work in the school	l with pupils and/or staff?
	1. A great deal	3. Not at all
	2. To some extent	4. Don't know
20		
28.	Research	
	1. A great deal	3. Not at all
	2. To some extent	
29.	Professional reading or writ	ting
	1. A great deal	3. Not at all
	2. To some extent	4. Don't know
30	Work with staff of school or	. Janautmant
<i>3</i> 0.	WORK WITH STAIL OF SCHOOL OF	rdepartment
	1. A great deal	3. Not at all
	2. To some extent	4. Don't know
31.		g teacher seminars or other in-service
	activities dealing with stud	dent teaching
	1. A great deal	3. Not at all
	2. To some extent	4. Don't know
32.	Assisting the principal or o	other teachers
	1. A great deal	3. Not at all
	2. To some extent	4. Don't know



Questions 33 and 34: To what extent was the time the supervising teacher spent on the following activities changed because of the student teacher's absence?

- 33. Help to individual students
 - 1. Increased a great deal
- 4. Reduced to some extent
- 2. Increased to some extent
- 5. Reduced a great deal
- 3. Remained about the same
- 6. Don't know
- 34. Evaluating students' progress and activities
 - 1. A great many extra hours
- 3. No extra hours
- 2. Some extra hours
- 35. What effect do you feel working with student teachers has had on the performance of the supervising teacher?
 - 1. Has made him a much more effective teacher
 - 2. Has made him a more effective teacher
 - 3. Has had no effect on hie teaching
 - 4. Has made him a less effective teacher
 - 5. Has made him a much less effective teacher
 - 6. I am unable to judge
- 36. What do you think should be the attitude of the administration and teachers in the school about working with student teachers?
 - 1. Should aggressively each etudent teachers
 - 2. Should seek student teachers
 - 3. Should accept student teachers if asked
 - 4. Should resist having student teachers in the school
 - 5. Should refuse to have student teachers in the school
 - 6. I am unable to judge
- 37. What are your feelings about having two student teachers in the classroom working with the supervising teacher as a team?
 - 1. Team is very effective
 - 2. Team is effective
 - 3. No difference
 - 4. Team is not effective
 - 5. Team causes confusion
- 38. Assuming the team members are resource people for your use and benefit, how many do you feel can do the best job?
 - 1. Eight

4. Two

2. Six

5. One

3. Pour

Appendix B
TEACHER QUESTIONNAIRE



TEACHER QUESTIONNAIRE

1. Which of the following are you no	1.	Which	of	the	following	are	you	now
--------------------------------------	----	-------	----	-----	-----------	-----	-----	-----

- A supervising (cooperating, sponsoring) teacher
- A supervising teacher, but with a part-time
- administrative assignment in addition to teaching
- A school administrator
- 2. What is your sex?
 - Male 2. 1. Female
- 3. Which statement best describes the community in which you teach?
 - Large central city (e.g. Cleveland, Toledo)
 - Large suburban community (e.g. Rocky River, Washington Local)
 - Small suburban community (e.g. Oregon, North Olmstead)
 - Medium sized city (e.g. Lorain, Lima)
 - Small city or rural area (e.g. Bowling Green, Norwalk)
- 4. How many years of teaching have you completed including this year?

 - 3 or less years 4 to 7 years
 - 8 to 12 years
 - More than 12 years
- 5. How many different colleges or universities have been represented by the student teachers with whom you have worked?
 - 1. One

Four to six

2. Two More than six

- Three
- 6. With how many student teachers have you worked in the last five years? (Include your current student teacher or teachers)
 - One

Five

Two

Six to ten

Three

Fore than ten

- Four
- 7. How well do you feel your student teacher was prepared to enter student teaching?
 - 1. Extremely well prepared
- 4. Minimally prepared
- 2. Well prepared 3. Adequately prepared
- Inadequately prepared 5.



In this assignment, how was your student teacher placed? 8. With you as a single supervising teacher In a team teaching Center (e.g. Whitmer, Navarre) 2. With two or three different teachers (not team teaching) In a special program different from above 9. What is your current teaching assignment? Middle School Grades K, 1, 2 Junior High 6. Grades 3, 4 2. Senior High Grades 5, 6 3. All grades K-12 8. All elementary grades 10. To what subject area or teaching field are you primarily assigned? (Check one answer only for items 10 and 11) Elementary Ungraded 6. All elementary subjects Foreign Language 2. Art 8. Home Economics Business Education 9. Mathematics English 10. Music Elementary Departmental or Block Program 11. 6. Social Science-Physical Ed. Elementary ı. English Combination Physical Ed. Secondary Science (Biology, Chemistry 7. Special Education 3. 8. Speech Physics) 9. Vocational or Science (General, Natural, Industrial Arts Earth) 10. Other Social Studies (including History) QUESTIONS 12 THROUGH 17 deal with any changes in individualized instruction for the pupils which may have resulted from your student teacher's presence.

12. To what extent did your student teacher work with (instruct, counsel, tutor) individual pupils?

1. A great deal

3. A little bit

2. To some extent

4. Not at all

13. To what extent did you work with individual pupils as compared to when you do not have a student teacher?

1. Much more than usual

4. Somewhat less than usual

2. Somewhat more than usual 3. About the same as usual

5. Much less than usual

ERIC "

14.	To what extent was individual your pupils during non-class would have been possible if teacher?	hours as compared to what
	 Much more than usual Somewhat more than usual About the same as usual 	ual 5. Much less than usual
15.	To what extent did conferring take your time so you had less work with pupils?	g with your student teacher ss time for individual
	 Frequently Sometimes 	3. Seldom 4. Never
16.	To what extent did planning your time so that you had leath pupils?	with your student teacher take ss time for individual work
	 Prequently Sometimes 	3. Seldom 4. Never
17.	To what extent was re-teaching the student teacher taught?	ng necessary after the
	1 Frequently 2. Sometimes	3. Seldom 4. Never
imst	TIONS 18 THROUGH 26: To what ructional activities for your student teacher's presence?	extent were any of the following pupils changed because of
18.	Amount of small group instru	ction
	 Much more Somewhat more No change 	4. Somewhat less 5. Much less
19.	Provision for makeup work	
	 Much greater Somewhat greater No change 	4. Somewhat less 5. Much less
20.	Follow-up exams	
	 Much better Somewhat better No change 	4. Somewhat poorer5. Much poorer



21.	Intivi	tual attention to, o	or tutorin	ng of, pupils
	2.	Much more Somewhat more No change		Somewhat less Much less
22.	Superv	ision of study perio	ds	
	1.	Much better Somewhat better		Somewhat poorer
	2. 3.	Somewhat better No change		Much poorer Does not apply
23.	Superv	ision of playgrounds	s, hallway	rs, etc.
	1.	Much better	4.	Somewhat poorer
	3.	Much better Somewhat better No change	5. 6.	Much poorer Does not apply
24.		of material covered	1	
		Much more		Somewhat less
		Somewhat more No change	5.	Much less
25.	Discip	line		
		Much better		Somewhat poorer
		Somewhat better No change	>•	Huch poorer
26.	Motiva	tion of pupils		
	2.	Much better Semewhat better No change		Somewhat poorer Much poorer
stud	ent bea	27 THROUGH 34 deal wacher may have made any soils, or teachers, so	to the sci specific (
27.	Supervi	ise youth groups in	meetings,	programs, trips, tours, etc.
	1.	Often Sometimes	3. 4.	No Don't know
28.	Give t	calk to parent's gro	up?	
	1.	Often Sometimes	3. 4.	No Don't know
29.	Perfor	m recess, lunch, pl	ayground,	or hall duty?

- 30. Bid your student teacher bring, develop, provide, or suggest any new or different issuectional materials?
 - 2. 500 1. A great many
- 31.. Bid your student teacher manual or provide any other kinds of aid or ideas?
 - No 2. 3 3. 1. A great many
- What use were you able to make of the contributions 32. (30 and 31) of your student teaster?
 - 1. I used them
 - I did not see them
 - I had to discourage him from oc-wributing too freely
 - My student teacher really did mar have too much to offer
- 33. How many hours per week on the average will your student teacher teach your assigned classes?
 - 4. 11 to 15 h/m. 1. Less than an hour per work
 - 1 to 5 hours per week 6 to 10 hours per week
- 5. 16 to 30 h/mk.
 6. Name than 20 h/mk.
- 34. How many hours per week on the average ware you able to be away from the classroom while your student teacher was teaching your assigned classes?
 - Less than one
- 4. 11 to 15

1 = 5 2.

16 to 20

more than 20

QUESTIONS 35 THROUGH 43: T what extent did you engage in any of the following activities during the time your student teacher was teaching?

- Team teaching with your student teacher? 35.
 - A great deal
 - To some extent
 - Not at all
- 36. Visitation in other classrooms or schools?
 - 3. Not at all 2. To some extent 1. A great deal
- Committee work in the school with pupils and/or staff? 37.
 - 1. A great deal 2. To some extent 3. Not at all
- 38. Research
 - 1. A great deal 2. To some extent 3. Not at all



- 39. Professional reading or writing
 - 2. To some extent 3. Not at all 1. A great deal
- 40. Westing with staff of school or department
 - 2. To some extent 3. Not at all 1. A great deal
- Pasticipating in supervising teacher seminars or other 41. incorvice activities dealing with student teaching
 - 2. To some extent 3. Not at all 1. A great deal
- 42. Assisting the principal or other teachers
 - 2. To some extent 3. Not at all 1. A great deal
- 43. Social or recreational activities (coffee breaks, workouts)
 - 2. To seeme extent 3. Not at all 1. A great deal
- 44. How many hours per week on the average do you estimate you spent in the physical presence (close enough to see or talk with) of your student teacher?
 - Less than 10
 - 10 to 15
 - 16 to 20
 - 21 to 25

- 26 to 30
- T to T y to 4
- 45. How did the presence of a student teacher affect the average number of hours per week you spent at school as compared to when you do not have a student teacher?
 - Added more than 6 h/wk.
- 6. Reduced by up to 1 h/wk.
- 2.
- 7. Reduced by 1 to 3 h/wk.
- Added 3 to 6 h/wk.
 Added 1 to 3 h/wk. 3.
- 8. Reduced by 3 to 6 h/wk.
- Added up to 1 extra h/wk. 9. Reduced more than 6 h/wk.
- Had no effect
- How did your student teacher's mesence affect the average 46. number of hours per week you worked on job related activities away from school?
 - Added more than 6 kmk.
- 6. Reduced by up to 1 h/wk.
- 2. Added 3 to 6 h/wk.
- 7. Reduced by 1 to 3 h/wk.

- 3.
- Added 1 to 3 h/wk.

 8. Reduced by 3 to 6 h/wk.

 Added up to 1 extra h/wk.

 9. Reduced more than 6 h/wk.
- Had no effect



QUESTIONS 47 THE spent on any of of your student

47. Teaching

- L Inci
- Inci
- Rema
- 48. Lesson plas
 - 1. Inc:

 - Rema
- 49. Paper grad!
 - Inc
 - Inci
 - Ben!
- 50. Help to im

QUESTIONS 51 TH following activ teacher?

- 51. Planning w
 - 1. A g 2. Som
- 52. Evaluating
- 53. Holding ca a part of
 - 1. A g 2. Som
- 54. Preparing

 - 1. A g 2. Som



HROUGH 50: To what extent was the time you f the following activities changed because t teacher's presence?

creased a great deal creased to some extent mained about the same

- 4. Reduced to some extent
- 5. Reduced a great deal

maning

preased a great deal preased to some extent mained about the same

- 4. Reduced to some extent
- 5. Reduced a great deal

ding

creased a great deal creased to some extent mained about the same

- 4. Reduced to some extent
- 5. Reduced a great deal

mdividual students

ereased a great deal ereased to some extent mained about the same

- 4. Reduced to soms extent
- 5. Reduced a great deal

HROUGH 57: To what extent did you engage in the vities because of the presence of the student

with or for your student teacher

great many extra hours 3. No extra hours me extra hours

g your student teacher's progress or activities

great many extra hours me extra hours

3. No extra hours

asual and/or personal conversations not really 'student teaching

great many extra hours 3. No extra hours me extra hours

: additional reports

great many extra hours 3. No extra hours me extra hours



- Making additional preparation for teaching 55.
 - 1. A great many extra hours 3. No extra hours

- Some extra hours
- Holding telephone conversations or other conferences 56. with your student teacher
 - 1. A great many extra hours 3. No extra hours

- Some certain hours
- 57. How many times week on the average did you have contact with your student teacher outside of regular working house at the school? (Telephone, conferences, social)

1. None

2. 1 to 3
3. 4 to 6

4. 7 to 9 5. 10 or more

How many days during student teaching did your student 58. teacher handle classes for you while you were away for resease other than student teaching business (Professional work, respect of the principal or other people, personal or private affairs outside of school) in which a substitute would have had to be hired if the student teacher had not been there?

Less than one

- 4. 4 to 7
 5. 8 to 10
 6. More than 10
- What effect do you feel working with student teachers has had on your own teaching performance?
 - Has made me a much more effective teacher
 - Has made me a more effective teacher

3. He had no effect on my teaching

4. Has made me a less effective teacher

- 5. New made me a much less effective teacher
- What do you think the attitude of the administration 60. and teachers in your school should be about working with student teachers?
 - Should aggressively seek student teachers

Should seek student teachers

3. Should accept student teachers

Should resist having student teachers in the school Should refuse to have student teachers in the school

- If you were starting over, would you accept another student teacher with similar credentials from the same institution 61. under the same general circumstances?
 - I would accept with enthusiasm
 - I would accept 2.
 - I feel neutral about it
 - I would probably decline
 - 5. I would refuse
- How much help has the university coordinator (supervisor) 62. you? provided
 - 1. All the help I felt was necessary

 - 2. Most of the help I felt was needed 3. Some of the help I felt was needed
 - 4. Little of the help I felt was needed
 - No help at all 5.
- 63. How many times did you request help from the university coordinator (supervisor)?
 - 1. Many times
 - 2. Several times
 - Not at all 3.
- Has the university coordinator been helpful to you with 64. any matters not directly concerned with student teaching?
 - He has gone out of his way to be helpful
 - 2. He has helped when asked
 - He has not helped
 - No such help was needed
- Would you want your student teacher to teach in your 65. building or system next year?
 - 1.
 - No, but would recommend him in a different system or building
 - No 3.
- 66. Why was this student teacher assigned to you?
 - I voluteered since I feel a professional obligation to help prepare future teachers
 - I volunteered only because I fely pressure from an 2. administrator to do so
 - I volunteered because I thought a student teacher
 - would be helpful to me in performing my school duties I volunteered because I felt that as a team we could provide exceptional educational experiences for the pupils.
 - I did not volunteer but was requested by an 5. administrator to take the student teacher
 - I was forced to work with the student teacher 6. against my will



Appendix C
STUDENT TEACHER QUESTIONNAIRE



STUDENT TEACHER QUESTIONNAIRE

- 1. Which of the following are you now?
 - A single student teacher
 - A married student teacher
- 2. What is your sex?
 - 1. Male

- 2. Female
- 3. Which statement best describes the community in which you are doing student teaching?
 - 1. Large central city (e.g. Cleveland, Toledo)
 - Large suburban community (e.g. Rocky River, Washington Local)
 - 3. Small suburban community (e.g. Oregon, North Olmstead)
 - Medium sized city (e.g. Lorain, Lima)
 - 5. Small city or rural area (e.g. Bowling Green, Norwalk)
- 4. How many times have you student taught including the present assignment?
 - 1. One 2. Two 3. Three
- 5. In this assignment, how were you placed?
 - With a single supervising teacher 1.
 - In a team teaching Center (e.g. Whitmer, Navarre)
 - With two or three different teachers (but not team maching)
 - In a special program different from above.
- What is your primary student teaching assignment?
 - Grades K, 1, 2 Grades 3,4 l.
 - 2.
 - Grades 5,6
 - All elementary grades
- 5. 6. Middle School
- Junior High
- 7. Sendor High
- 8. All grades K-12
- 7. To what subject area or teaching field were you primarily assigned for student teaching? (Check one answer only for Questions 7 and 8)
 - All elementary subjects
 - 2. Art
 - Business Education
 - English
 - Elementary Departmental or Block Program
- 6. Elementary Ungraded
- 7. Foreign Language
- 8. Home Economics
- 9. Mathematics
- 10. Music



8.

 Physical Education (E1)
 Physical Education (Sec) 2.

Science (Biology, Chemistry 3. Physics)

Science (General, Natural, Earth)

5. Social Studies (including History)

6. Social Science-English Combination

Special Education 7.

Speech 8.

9. Vocational or Industrial Arts 10. Other

QUESTIONS 9 THROUGH 14 deal with any changes in individualized instruction provided for the pupils which may have resulted from your presence.

To what extent did you work with (instruct, counsel, tutor) individual pupils?

l. A great deal

3. A little bit 4. Not at all

2. To some extent

10. To what extent did your supervising teacher work with individual pupils as compared to when he does not have a student teacher?

1. Much more than usual

4. Somewhat less than usual

Somewhat more than usual

5. Much less than usual

3. About the same as usual

6. Don't know

11. To what extent was individual help or counseling provided the pupils during non-class hours as compared to what would have been possible if you had not been present?

1. Much more than usual

4. Somewhat less than usual

Somewhat more than usual

5. Much less than usual

Don't know 3. About the same as usual 6.

12. To what extent did conferring with you take time of the teacher so he had less time for individual work with pupils?

1. Frequently

4. Never

2. Sometimes 5. Don't know

Seldom

13. To what extent did planning with you take the time of the teacher so he had less time for individual work with pupils?

Frequently

4. Never

Sometimes

5. Don't know

3. Seldom



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14.	To wha	t extent was re-teachi	ng neces	ssary after you taught?
	1.	Frequently	4.	Never
		Sometimes		Don't know
		Seldom		
inst	ruction	5 THROUGH 23: To what al activities for the signed classes changed	pupils :	were any of the following in your supervising e of your presence?
15.	Amount	of small group instru	ection	
	1.	Much more	4.	Somewhat less
	_ •	Somewhat more	5.	Much less
		No change	6.	Don't know
16.	Provis	ion for make-up work		
	1.	Much greater	4.	Somewhat less
		Somewhat greater	5.	Much less
		No change	6.	Much less Don't know
17.	Follow	-up exams		•
	1	Much better	4 .	Somewhat poorer
		Somewhat better		Much poorer
		No change	6.	Don't know
18		dual attention to, or	tutorin	g of munils
10.	1180141	dual accention to, or	04001 111	6 or, papers
	1.	Much more	4.	Somewhat less
	-	Somewhat more		Much less
	3.	No change	6.	Don't know
19.	Superv	ision of study periods	8	
	1.	Much better	5.	Much poorer
	2.	Somewhat better	6.	Does not apply
	3.	No change		Don't know
	3.	Somewhat poorer	, , , ,	50 6 these th
20.	Superv	ision of playgrounds,	hallway	s, etc.
	1.	Much better	5.	Much poorer
		Somewhat better	<i>6</i> :	Does not apply
		No change		Don't know
	3 :	Somewhat poorer	, •	24.3 •
21.	Amount	of material covered		•
	1.	Much more	4.	Somewhat less
		Somewhat more		Much less
		No change	5. 6.	Don't know
	_	-		

22.	Disc	ipl	ine
-----	------	-----	-----

- 1. Much better
- Somewhat better
- No change 3.

- 4. Somewhat poorer
- Much poorer
- Don't know

23. Motivation of pupils

- 1. Much better
- 2. Somewhat better
- 3. No change

- Somewhat poorer 4.
- 5. Much poorer
- Don't know

QUESTIONS 24 THROUGH 31 deal with the contributions you may have made to the school program. Did you make any specific contributions to the school, pupils, or teachers, such as:

- Supervise youth groups in meetings, programs, trips, tours, etc.?
 - 1. Often
- 2. Sometimes
- 3. No

- 25. Give talks to parent's groups?
 - 1. Often
- 2. Sometimes
- No
- 26. Perform recess, lunch, playground, or hall duty?
 - 1. Often
- 2. Sometimes
- 3. No
- Did you bring, develop, provide, or suggest any new or 27. different instructional materials?
 - 1. A great many

2. Some

- 3. No 4. I am not sure
- 28. Did you suggest or provide any other kinds of aid or ideas?
 - 1. A great many
 - 2. Some

 - 3. No 4. I am not sure
- 29. How do you feel your contributions (27 and 28) were received?
 - 1. They were used
 - 2. They were not used
 - 3. I was discouraged from making such contributions
 - I really did not have much to offer
- How many hours per week on the average did you teach your **30.** supervising teacher's assigned classes?
 - 1. Less than an hour a week
 - One to five hours per week
 - Six to 10 hours per week
- 4. Eleven to fifteen h/wk.
- 5. Sixteen to Twenty h/wk.
- 6. More than twenty h/wk.



		48	
31.	How many hours per week on teacher away from the class assigned classes?	the average was your supervising room while you were teaching his	ig Ls
	1. Less than 1 2. 1 to 5 3. 6 to 10	4. 11 to 155. 16 to 206. More than twenty	
teac		extent did your supervising lowing activities during the signed class?	
32.	Team teaching with you?		
	 A great deal To some extent 	 Not at all Don't know 	
33.	Visitation in other classro	ooms or schools?	
	 A great deal To some extent 	3. Not at all 4. Don't know	
34.	Committee work in the school	ol with pupils and/or staff?	
	 A great deal To some extent 	 Not at all Don't know 	
35.	Research	·	
	 A great deal To some extent 	 Not at all Don't know 	
36.	Professional reading or wri	iting	
	 A great deal To some extent 	 Not at all Don't know 	
37.	Work with staff of school o	or department	
·	 A great deal To some extent 	3. Not at all 4. Don't know	
38.	Participating in supervisin in-service activities deali		
	 A great deal To some extent 	 Not at all Don't know 	
39.	Assisting the principal or	other teachers	
	 A great deal To some extent 	 Not at all Don't know 	

- 40. Social or recreational activities (coffee pheaks, workouts) Not at all Don't know 1. A great deal 2. To some extent 41.
- How many hours per week on the average do You estimate you spent in the physical presence (close enough to see or talk with) of your supervising teacher?

26 to 30 31 to 35 36 to 40 1. Less than 10 2. 10 to 15 3. 16 to 20 more than 40 21 to 25

- 42. How did your presence as a student teacher affect the average number of hours per week your supervising teacher spent at school as compared to when he does not have a student teacher?
 - Added more than 6 h/wk. 6. Reduced by up to 1 h/wk.
 - 2. Added 3 to 6 h/wk.

 3. Added 1 to 3 h/wk.

 4. Added up to 1 h/wk.

 7. Reduced by 1 to 3 h/wk.

 8. Reduced by 3 to 6 h/wk.

 9. Reduced by more than 6 h
 - 9. Reduced by more than 6 h/wk.
 - I am unable to judge. 10. 5. Had no effect

QUESTION 43 THROUGH 46: To what extent was the time your supervising teacher spent on the following activities changed because of your presence?

Teaching 43.

- Increased a great deal
- Increased to some extent
- Remained about the same 3.
- 4. Reduced to some extent
- 5. Reduced a great deal
- 6. Don't know

44. Lesson planning

- Increased a great deal 1.
- Increased to some extent
- 3. Remained about the same
- 4. Reduced to some extent
- 5. Reduced a great deal
- 6. Don't know

45. Paper grading

- Increased a great deal
- 2. Increased to some extent
- 3. Remained about the same
- 4. Reduced to some extent
- 5. Reduced a great deal
- 6. DONIE KNOW

46. Help to individual students

- Increased a great deal
- Increased to some extent 2.
- Remained about the same 3.
- 4. Reduced to some extent
- 5. Reduced a great deal
- 6. Donit know



QUESTION 47 THROUGH 52: To what extent did your supervising teacher engage in the following activities because of your presence?

- 47. Planning with you
 - 1. A great many extra hours 3. No extra hours

- 2. Some extra hours
- 48. Evaluating your progress and activities
 - 1. A great many extra hours
- 3. No extra hours
- 2. Some extra hours
- Holding casual and/or personal conversations not really 49. a part of student teaching
 - 1. A great many extra hours 3. No extra hours

- 2. Some extra hours
- 50. Preparing additional reports
 - 1. A great many extra hours 3. No extra hours

- 2. Some extra hours
- 51. Making additional preparations for teaching
 - 1. A great many hours
- 3. No extra hours
- 2. Some extra hours
- 52. Holding telephone conversations or other conferences with you
 - 1. A great many hours
- 3. No extra hours
- 2. Some extra hours
- How many times per week on the average did you have contact *5*3. with your supervising teacher outside of regular working hours at school?
 - 1. Less than 1

4. 7 to 9
5. 10 or more

- 2. 1 to 3
 3. 4 to 6
- 54. How many hours do you estimate you spent doing volunteer work in the community where you were assigned for student teaching (youth groups, home service, church work, and the like) during your student teaching period?

- 1. None at all
 2. 1 to 5 hours
 5. more than 30 hours.
- 3. 6 to 15 hours



- 55. What effect do you feel working with student teachers has had on the performance of your suservising teacher?
 - 1. Has made him a much more of the tive cacher
 - 2. Has made him a more effective to acher
 - 3. Has had no effect on his te $c^* = c_*$
 - 4. Has made him a less effective reacher
 - 5. Has made him a much less effective teacher
 - 6. I am unable to judge
- 56. What do you think should be the attitude of the administration and teachers in the school to which you were assigned about working with student teachers?
 - 1. Should aggressively seek student teachers
 - 2. Should seek student teachers
 - 3. Should accept student teachers if asked
 - 4. Should resist having student teachers in the school
 - 5. Should refuse to have student teachers in the school
 - 6. I am unable to judge
- 57. What recommendations would you give your friends about accepting a student teaching assignment in the same school with the same supervising teacher (or in the same project)?
 - 1. Accept with enthusiasm
- . Try a different assignmen

2. Accept

Reject the assignment

- 3. Be neutral
- 58. How much help has the university coordinator (supervisor) provided you?
 - 1. All the help I felt was necessary
 - 2. Most of the help I felt was needed
 - 3. Some of the help I felt was needed
 - 4. Little of the help I felt was needed
 - 5. No help at all
- 59. How many times did you request help from the university coordinator (supervisor)?
 - 1. August many times
 - 2. several times
 - 3. Not at all
- 60. To what extent have your supervising teacher and/or other school personnel been helpful to you on matters concerned with student teaching?
 - 1. They have gone out of their way to be helpful
 - 2. They have helped when asked
 - 3. They have not helped
 - 4. No help was needed



- Would you accept a teaching position if offered for next year in the building or system in which you did your student teaching?
 - Yes
 - No, because I intend to go to graduate school
 - No, because I plan to live in another geographic area
 - 4. No, for personal reasons

 - No, for professional reasons
 No, because I have decided no No, because I have decided not to teach
- 62. Why were you assigned to this particular student teaching situation?
 - I requested this school or area.
 - I requested this kind of program or project
 - I had no particular preference and was placed in this assignment by the university 3.
 - I really preferred a different assignment but was placed in this one by the university
 - I was required to accept this assignment even though I expressed a strong preference for a different one.